



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Parsons Green Prep School

May 2022

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School's Details

School	Parsons Green Prep School			
DfE number	205/6401			
Address	Parsons Green Prep School 1, Fulham Park Road, London SW6 4LJ			
Telephone number	0207 371 9009			
Email address	office@parsonsgreenprep.co.uk			
Principal	Mr Tim Cannell			
Proprietor	Mrs Lucinda Waring			
Age range	4 to 11			
Number of pupils on roll	114			
	EYFS	18	Juniors	96
Inspection dates	17 to 20 May 2022			

1. Background Information

About the school

- 1.1 Parsons Green Prep School is a co-educational day school situated in Fulham in south-west London. The school is owned by Eridge House Ltd. It was founded in 2001 by the proprietor, who is the managing director and the majority shareholder. The principal of the school is responsible to the proprietor for the ethos, vision and governance of the school. Since the previous inspection the school has created a new Early Years Foundation Stage (EYFS) learning area and a science, technology, engineering, arts and mathematics (STEAM) room for use by all pupils.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school aims to create confident independent learners with a lifelong enthusiasm and respect for learning. It seeks to provide individual attention, enabling pupils to recognise goals and fulfil their potential, to identify abilities and turn them into achievements, and to offer support where needed. It endeavours to provide a happy, positive and creative learning environment, where each child is recognised as an individual and is therefore extended and nurtured.

About the pupils

- 1.4 The pupils are mostly from business and professional family backgrounds and live in the surrounding area. The school community is diverse, with many international pupils whose parents are working in London for varying lengths of time. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 49 pupils, none of whom require additional support for their English. Data used by the school have identified 18 pupils as being the most able in the school's population and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early Years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school Year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to Year groups in the school. Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils' knowledge, skills and understanding develop rapidly as they progress through the school.
- Pupils are consummate communicators in both the spoken and written word. They express themselves with great expression and fluency.
- Pupils with EAL make particularly rapid progress in acquiring fluent, expressive use of English.
- Pupils make extremely effective use of information and communication technology (ICT) in their learning. They are adept at choosing the most appropriate technology for the task at hand.
- Pupils have excellent attitudes to learning. They show great pride in their achievements.

3.2 The quality of the pupils' personal development is excellent.

- Pupils are extremely confident and resilient learners who are not afraid to make mistakes.
- They display extremely high levels of emotional maturity and are highly understanding and empathetic of others' feelings.
- Pupils have an excellent understanding of how to stay safe and healthy.
- Pupils work extremely effectively together. Their collaborative skills are highly developed.

Recommendation(s)

3.3 The school should make the following improvement.

- Enable pupils to improve their independent research and presentation skills by increasing opportunities for individual self-directed work.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 The overall attainment of pupils is high and, in some cases, very high, with the large majority of pupils achieving expected or higher levels in standardised tests for both English and mathematics. Pupils with EAL make rapid progress to achieve expected levels of attainment comparable with those for whom English is a native language. The majority of pupils with SEND attain expected or better levels in both English and mathematics. Overall attainment in English shows no significant effect from the lockdown periods of the pandemic. Although data show that attainment in mathematics experienced a significant dip over the same period, evidence from lesson observations and scrutiny of work indicates

that there has been a highly positive rebound due to carefully targeted intervention implemented by the school. There is no significant difference in overall attainment between female and male pupils. Almost all children achieve Good Level of Development (GLD) by the end of the EYFS. Nearly all parents who responded to the inspection questionnaire agreed that teaching, including any online provision, enables their child to make progress and that their child's individual needs are met effectively.

- 3.6 Pupils develop wide-ranging knowledge, skills and understanding as they progress through the school, and they are excellent at applying these in their learning. They explained how their learning combines in subjects such as STEAM, as they work together to solve problems and form perceptive links with other areas of study, such as designing and building a house that folds hydraulically. Younger pupils used their data handling skills to analyse and present results graphically when proving to the Mad Hatter that one size cap would not fit all. Pupils show enthusiasm and intellectual curiosity and are happy, energetic and enthusiastic learners, because careful planning ensures that opportunities exist for pupils both to expand and apply their knowledge, skills and understanding successfully. Teaching ensures that success criteria are clearly articulated and pupils' outcomes are promoted by learning environments with a consistently high quality of display, organisation of resources and effective use of space.
- 3.7 Pupils universally display excellent attitudes to their learning. They are bright, engaged and enthusiastic students who exude a most palpable love of learning. Scrutiny of their work reveals a real pride in their presentation and honest, constructive self-appraisal, along with self- and teacher-led next steps for improvement. Pupils work extremely well in collaboration with each other, although evidence of their prowess in more sustained individual projects or research is less prevalent. Pupils described their school as a fun and happy learning environment, explaining that they feel confident asking for help when they find work difficult. They also explained and were seen to be highly adept at using the '5Bs' approach (asking their brain, book, buddy, board and boss (teacher)) if they become stuck, demonstrating strong resilience. The school has been successful in its aim of creating confident learners who display enthusiasm and respect for learning.
- 3.8 Pupils are consummate communicators who are able to express themselves with concise clarity; they speak with competency and confidence. Pupils of all ages take pride in the presentation of their work and write expressively, fluently and in great volume. They acquire and employ an excellent range of vocabulary for their ages, which empowers them to explain complex ideas and concepts. This was seen clearly in a Year 5 relationships and sex education (RSE) lesson, during which pupils debated scenarios concerned with consent and appropriate touch, using correct technical language for body parts and mature emotional vocabulary. In a Year 2 assembly about the Amazon Rainforest, each pupil, regardless of ability, took an active part talking, narrating, acting, singing and dancing, which created a strong sense of teamwork, and helped raise awareness about the world around them. Pupils with EAL throughout the school exude pride and confidence in their use of spoken and written English, so that, in many cases, it is not possible to discern that English is not their native tongue. Pupils are supported in their communication skills because of teaching which projects high expectations, does not shy away from tackling difficult subjects, and encourages all pupils to participate.
- 3.9 Pupils make excellent use of ICT in their learning. They described, clearly, how they use technology in their writing for editing purposes, in science and STEAM for research and for analysis of results as well as for creating business plans, presentations and spreadsheets in the Year 6 enterprise challenge. Year 5 pupils demonstrated how they had mind-mapped research into the Muslim practice of Zakat and coded characters to respond to stimuli in computing. Pupils' competence and confidence in ICT is highly developed because teaching ensures that its use is fully integrated into everyday learning. Pupils use a variety of applications to consolidate their learning, but also understand, clearly, how to stay safe online. In Year 2, pupils worked in groups to sort images into 'fake or real', helping them to question the reliability of online material and in Year 4, pupils used iteration to make crystals and flower patterns, exploring the concept of algorithms and sub-routines. Age-appropriate software

applications, alongside high-quality teaching and a deeply embedded culture of using ICT within the classroom combine to produce excellent outcomes for pupils.

- 3.10 Pupils' numeracy skills develop steadily as they progress through the school. Reception children confidently demonstrated their developing number bonds to 10 as they worked together on subtraction problems based on the *Ten Green Bottles* song. Younger pupils are able to choose and use appropriate units to measure the length and height of objects. For example in Year 2, pupils successfully estimated the length of sports equipment using metric units and could identify numbers up to 100 centimetres on a marked ruler, and then with an unmarked ruler, drawing upon estimation and reasoning skills. Older pupils described, clearly, how they apply their mathematical learning in life skills lessons, for example, when analysing how many times they listened to the people they loved. Scrutiny of Year 6's work revealed extensive use of mathematics in other subjects such as science, STEAM and computing. The school's leadership has ensured that effective cross-curricular planning initiatives enable pupils' mathematical development to be continuous. Recently reinvigorated planning implemented across the whole school, further complemented by dedicated resources, have enabled pupils to develop greater mathematical depth, whilst supporting the rapid improvement of those whose progress was adversely affected during the pandemic lockdown periods.
- 3.11 Pupils enjoy success in a wide range of academic, sporting and cultural activities. They are successful at gaining places to a wide range of highly competitive senior schools, with many receiving multiple offers and a good number of academic and other scholarship awards. Pupils participate and gain plaudits in local, regional and national competitions in sports and the arts. Many pupils play a musical instrument and opt to take LAMDA examinations in speech and drama, with a majority gaining distinction grades. Pupils relish their roles in school productions, describing recent hotly contested auditions for parts in *Aladdin*. The school's leadership has ensured that pupils have many opportunities both to expand and to excel in their personal interests.
- 3.12 Pupils demonstrate excellent study skills across the whole curriculum. The youngest children actively chose their learning activities during a 'jobs' session, independently finding their own resources and remaining fully engaged throughout, with little intervention from staff. Older pupils described how they use reference books, digital devices and dictionaries to find their own information, citing the need to be aware of false information online. In discussions, they excitedly anticipated moving on to senior school and praised the school for helping them to be ready for the transition. Pupils clearly enjoy enquiry and are encouraged to be curious and to ask questions in order to develop high order skills. They are inquisitive and eager to learn and show an excellent ability to gather, synthesise and record data in a variety of ways. For example, in a Year 6 science lesson, pupils were able to work together to describe the basic functions of the main part of the digestive system, estimating the length of the intestine by standing at different points in the classroom. The more able pupils were able to apply reasoning in order to sequence the gastrointestinal tract and explore the role of the different organs that help with the process of digestion. Year 3 pupils synthesised different methods of obtaining different shades of watercolour to match skin tones successfully, during an art lesson. Teaching successfully enables pupils to engage in their learning and to take risks, promoting the concept of *marvellous mistakes* from which they can learn.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 From the earliest age, pupils display high levels of self-confidence and self-esteem across the school, from those playing highly complex and challenging piano solos in school assemblies, to pupils who described how their initial shyness and reluctance to communicate when first joining the school have evaporated as their confidence has bloomed. They are self-aware, confident and frequently express approbation for each other, reinforcing acceptance and building one another's self-esteem. In the questionnaire, all parents agreed that the school helps their child to be confident and independent.

Pupils clearly explained the meaning of resilience, emphasising the importance of trying hard and persisting until they have achieved their goal; they explained logically for example, that rubbers are discouraged, so mistakes can be evidenced as proof of trying. Pupils in Year 2 mathematics readily undertook different *spice levels* of challenge, after completing their core task, whilst pupils in Year 6 English practised detailed and objective peer assessment techniques to enable effective self-understanding. Consistent and supportive feedback and marking has played a large part in enabling pupils to identify their own targets for improvement as they learn. Pupils reflect, highly effectively, on their mistakes in *steps to success*, which they explained allows them to take leadership of their learning and to understand, better, how to improve. Leadership and management are effective in promoting a culture of pro-active and empowering learning, where excellent effort is positively celebrated.

- 3.15 Pupils learn to make efficient and effective decisions in both their school and daily lives. They understand that all decisions have consequences and praised the school's life skills programme as being key to developing their ability to make the best choices. Older pupils described how they relish the opportunity to choose enterprise challenges with partners, using start-up loans from the school to grow their micro-businesses. They also explained how the school has helped them to participate meaningfully in their choices of senior school. Reception children begin following their own intellectual curiosity and imagination in their jobs lesson, making guided decisions determining in which direction their learning will take them. Older pupils explain their decisions very clearly and provide objective reasons for their choices. This was exemplified by those in Year 6, who were asked in a literacy task to decide whether telling the truth would be the right thing to do and how it might impact the reader emotionally.
- 3.16 Pupils have a well-developed spiritual understanding. They demonstrate a keen awareness of the difference between monetary worth and intrinsic value, explaining that intangibles such as love, friendship and family are the most valuable things in life. They cite that friendship supports mental health and encourages them to explore beyond their comfort zones. Pupils demonstrate a deep understanding and appreciation of other faiths, displaying an advanced level of emotional empathy and awareness of cultures and languages. In Year 1, pupils explained with great clarity why Muslims welcome new babies into the world by whispering into the right ear of the newborn, articulating the importance of non-material aspects of life such as teaching them love, kindness, and passing on tradition and knowledge.
- 3.17 Across the school, pupils are kind, courteous and extremely well behaved. They have a very strong moral code and are able to articulate the meaning of politeness, tolerance and patience with immense clarity. Relationships between teachers and pupils are based on high expectations and excellent modelling from adults on mutual respect. This results in an empowering and safe learning environment. All parents agreed in the questionnaire that the school actively promotes good behaviour. Pupils display notably high levels of respect for all those around them, greeting each other and visitors with engaging smiles and genuine concern as to how they are. They go out of their way to be helpful to others, willingly holding open doors or insisting that others go first. They have an acute understanding that negative behaviour has consequences. They explained the concept of accountability most clearly, saying that if a mistake is made, it is the responsibility of the person who made it to put matters right. Initiatives such as the whole-school raincloud, cloud, sun and rainbow behaviour charts in each classroom support pupils to make sensible choices at all times, whilst good behaviour is recognised and celebrated, for example using the house point system and the award of certificates in assemblies.
- 3.18 Pupils have highly developed social awareness, working extremely effectively with others across the school being a key strength. In the questionnaire, almost all parents agreed that the school helps their child to develop strong teamwork and social skills. Year 6 pupils described how much they enjoy working with children in Reception as reading buddies. Others paired with younger peers to complete volcano models, where the older pupils explained how a volcano is formed while the younger showed the older how to make salt dough with which to model. The youngest pupils learn the importance of

sharing toys and in Reception, pupils worked together to fill up various containers to move water from one area to another, whilst Year 4 pupils explained, with great panache, the use of the TAG system (tell, ask, get help) to help others to understand how they might feel and to raise awareness of how they could resolve issues without the intervention of an adult. Others were observed negotiating calmly and reaching agreement on how to time-share a favourite seating position, without the need for adult intervention. Through excellent cross-curricular initiatives such as STEAM, teaching and leadership have ensured that pupils can experience a wide range of opportunities to problem-solve together.

- 3.19 Throughout the school, pupils make a tangible effort to contribute positively to the lives of others. There is a strong awareness of the needs of others in the local community and the wider world. Pupils enjoy the opportunity to choose charitable initiatives through the house system, ranging from collection of items for the local food bank, to raising funds for the Great Ormond Street Children's Hospital's appeal. These ventures further consolidate their understanding of how their individual efforts make a difference to the lives of others less fortunate than themselves. They were observed to be constantly aware of others' needs, readily volunteering to take on responsibility, such as joining the eco- and food committees. They described their great pride in being able to make a difference to those less fortunate than themselves. For example, they described being able to watch the news during snack times, which helped motivate them to raise material aid for displaced Ukrainian refugees arriving in the UK.
- 3.20 Across the school, pupils are highly respectful of themselves, each other and all those around them, regardless of background, belief, gender or sexual orientation. They show a great understanding of the fundamental British Values, describing how these permeate all aspects of school life. All parents who responded to the questionnaire agreed that the school promotes values of democracy, respect and tolerance of others. Pupils explained with earnest insight that they are all the same because they are all different, and that the wide range of pupil and staff backgrounds promotes excellent relationships between the whole school community. Pupils understand the role they play in ensuring that everyone is treated equally regardless of their background, race or culture. They explained that it is the norm to welcome others and that being from a different country only serves to make them more interesting. The school has been highly successful at promoting the celebration of diverse lives, raising awareness through the curriculum and interactive displays, as well as a large range of age-appropriate and accessible library texts.
- 3.21 Pupils show an excellent understanding of what constitutes a healthy body and mind and are full of energy and positivity. They overwhelmingly confirmed their happiness in school, during discussions. They are highly aware of the need to stay safe and have a clear understanding of how to do so. Pupils understand the importance of staying safe online, explaining in detail, for example, how to keep personal details and passwords secure and how to check the veracity of information found online. They explained their clear understanding of what constitutes a healthy diet, as well as the importance of taking regular exercise and finding time to look after their mental health. They were clear that regular in-house 'gong bath' (immersion in sound) mindfulness lessons and assemblies, as well as the RSE curriculum, help them to learn safe and healthy life practices. In a physical education lesson, pupils in Year 2 participated in various challenges involving jumping and balancing, demonstrating dexterity and enthusiasm. They participated actively in a workshop with a visiting NHS oral health team, demonstrating an excellent understanding of this area of self-care, whilst those in Year 6 showed advanced first aid skills for their age by working together to treat a 'broken bone'. In the questionnaire, all parents agreed that the school safeguards their child and ensures that they learn in a safe environment. The school's leadership and assiduous governance have ensured that pupil safety has the highest priority.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Kerry Lord	Reporting inspector
Mrs Diane Durrant	Compliance team inspector (Former head, SofH school)
Mrs Jean Hambley	Team inspector (Deputy Head, IAPS school)